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ABSTRACT

Activities undertaken by the Center for Vocational, Technical, and Adult Education (CVTAE) in Wisconsin for 1978-79 continued efforts in five major areas: needs assessment, professional development, evaluation, research, and dissemination of research and activities. Needs assessment activities (1) developed a model process for a displaced homemaker center and constructed instruments to survey bilingual vocational education, staff and administrator training, and sex equity in the postsecondary VTAE system and (2) surveyed financial support available to vocational education. The center also supported such professional development activities as mid-management leadership development workshops; an intensive instructor conference; workshops on research competencies, proposal writing and grantsmanship, and evaluation skills; preservice and inservice programs; and internships. Evaluation activities involved implementation of a secondary vocational program evaluation model and evaluations of various programs and projects. Research-oriented activities assessed the impact of enrolling in secondary vocational education programs and of youth employment and training programs; determined the effectiveness of assessment centers; studied high school non-completers, women in apprenticeships, and the basic state grant program; and developed industrial education learning activities and performance-based teacher education instructional materials. CVTAE also disseminated research reports, technical assistance, and data analysis. (A list of CVTAE activities for 1978-79 is appended.) (YLB)

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FINAL REPORT

CENTER FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION - PHASE VIII

Co-Directors

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August, 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Acknowledgments

The Center for Vocational, Technical and Adult Education (CVTAE) would not have been possible without the financial aid and assistance provided by the Wisconsin Board of Vocational, Technical and Adult Education (WBVTAE). The Center staff is grateful to WBVTAE and the University of Wisconsin-Stout administration for considering UW-Stout as a location to provide a cooperative venture in aiding vocational, technical and adult education in Wisconsin (VTAE) to accomplish its mission.

Special acknowledgment is given to the following:

WBVTAE staff members and Mr. Eugene Lehrmann, State Director

Wisconsin Department of Public Instruction - Bureau of Career and Manpower Development - Mr. Ruel Falk, Bureau Director

State-Wide Advisory Committee for CVTAE

Campus Advisory Committee for CVTAE

VTAE District Administrators, Supervisors and Staff

Secondary School Administrators, LVECs, and Capstone Teachers

University of Wisconsin - Stout staff

University of Wisconsin System staff

Without the assistance of the above groups, the accomplishments of CVTAE would not have been possible. Again, many thanks for those who played an integral role in the Center for Vocational, Technical and Adult Education.

This report will be the official report of CVTAE for 1978-79, Phase VIII.

Chapter I

Summary and Objectives

Summary

The Center for Vocational, Technical and Adult Education (CVTAE) was established as a cooperative venture between the Wisconsin Board of Vocational and Adult Education and the University of Wisconsin - Stout during fiscal year 1972. Since the Center's inception, activities of the Center have been many and varied as the activities report (See Appendix A) reveals.

The five major functions of CVTAE are described in the following paragraphs.

Needs Identification

Needs identification is essential to improve vocational, technical and adult education programs. Any needs assessment must involve people; therefore to accomplish this function, the Center staff members continually meet with individuals and small groups to determine the thrust the Center should take for a given period of time. For example, the Center staff have met with vocational educators and staff from local schools and districts; WBVTAE staff; State Department of Public Instruction (DPI); University of Wisconsin System; State Advisory Council for Vocational Education; Employment and Training Staff and other state agencies. Once the needs have been identified, the Center staff attempts to bring together the necessary resources to help resolve the problem or opportunity.

Professional Development

A common need identified by VTAE administrators and LVECs is the professional development of their staffs. The growth of vocational programs in Wisconsin has resulted in a number of new staff members in both the secondary and post-

secondary systems. Also, the technology and methodologies involved in teaching and the technology utilized by industry have changed rapidly. In addition, the WBVTAE has recommended that each school operate on an "open door" policy and provide advanced status to those who enter with already developed competencies; and with the advent of competency based education, it is apparent that provision of professional development experiences are and will continue to be an imperative need.

Evaluation

There is considerable emphasis and concern at all levels of education on accountability. Without evaluation, it is difficult to determine whether an educational program is accountable. The Center has been involved in several third party evaluations, and in designing evaluation systems for secondary and post-secondary educational programs. Assistance has been provided for designing evaluation systems, completing data analyses, and interpreting the results.

Applied Research

When needs are identified which require additional knowledge and expertise for their solution, CVTAE staff assist vocational educators in developing and conducting research projects related to these problems and opportunities. Examples of research support services are assistance with research proposal writing, statistical analysis and design, project management, evaluation of curriculum development activities, and computer analyses of data.

Dissemination of Research Results

One of the common problems in all areas of education is the application of research to current educational problems. Thus, the Center has made a concerted effort to assist vocational educators in applying the results of studies generated through CVTAE and those conducted by other researchers.

Publications, in-service sessions and individual counsel have been provided.

Objectives

The objectives for the Center for Vocational, Technical and Adult Education for the 1978-79 fiscal year were developed with the assistance of the Center's State-Wide Advisory Committee. (The members of the State-Wide Advisory Committee are listed in Appendix B). The function of this committee is to advise the Center in matters of broad policy and priorities. Three meetings were conducted during the year. At the fall meeting, the committee was apprised of the activities of the Center for previous year. Two rounds of a Delphi were utilized to establish problems and/or opportunities for the Center. The second meeting was conducted to clarify the major problems and needs of vocational education and the relationship of these problems and needs to the Center's mission. From the Delphi, objectives for the Center were generated for review by the committee. At the third meeting, the committee rated the objectives and placed priorities on them.

The following objectives are based on the recommendations of the State-Wide Advisory Committee and are listed hierarchically, according to importance, under each major objective:

1. Identify needs of vocational educators in Wisconsin.

    1.1 Assist vocational educators plan programs to meet identified needs.

    1.2 Assist vocational educators conduct needs assessment.

    1.3 Improve needs assessment procedures and instruments for vocational education.

    1.4 Determine the standards of craftsmanship in an energy short economy.

    1.5 Determine the future need for production type employers versus those employed in service occupations.

1.6 Update the Delphi study of vocational education in 1978 and include the effect of the energy crisis.

2. Professional Development

2.1 Provide in-service sessions on public relations and salesmanship techniques for vocational educators so that they can work more effectively with teachers, students, administrators, legislators, and the general public. Establish procedures to communicate the purposes and accomplishments of vocational education to them and evaluate the process.

2.2 Develop a spiral curriculum approach to presenting methods of teaching, course construction and evaluation of new teachers in the VTAE system who have had no teacher education.

2.3 Develop a mini-course on how to influence the legislator.

2.4 Provide seminars on energy management.

2.5 Assist vocational educators in developing articulated vocational education programs.

2.6 Provide task-based curriculum development workshops upon request.

2.7 Develop courses and workshops for teachers of adults who have special learning needs.

2.8 Conduct a leadership development workshop for 80 VTAE supervisors and coordinators.

2.9 Assist LVECs and BCMD in providing in-service programs for secondary school vocational educators.

2.10 Develop in-service activities for WECEP and work-experience programs.

2.11 Conduct Professional Growth Week for 150 VTAE teachers.

2.12 Upgrade local administrators/supervisors to cope with the new legislation.

2.13 Develop in-service programs to assist vocational educators in organizing and selecting materials for HERO and T & I related occupations.

2.14 Provide an in-service program for 64 VTAE student organization sponsors.

2.15 Assist special youth programs (summer) in utilizing vocational education facilities to explore careers.

2.16 Assist in providing in-service on special needs for secondary school level personnel.

2.17 Provide in-service seminars in data processing to secondary school persons to update skills in retrieving data to answer questions.

2.18 Assist in retraining adults in the metric system.

2.19 Assist circuit teachers in determining the impact of energy conservation on their technical content.

2.20 Determine the effect of the enrollment decline on the secondary school vocational educators.

2.21 Assist DPI student organization consultant(s) in promoting the development of sponsors at teacher training institutions.

2.22 Develop management training seminars on PERT, PPBS, and MIS for LVECs.

2.23 Assist in designing career guidance programs to eliminate sex stereotyping.

3. Evaluation

3.1 Design improved techniques and instruments to assist local administrators evaluate vocational education and career education programs.

3.2 Assist vocational educators design and conduct evaluations.

3.3 Provide data processing assistance to vocational educators who do not have ready access to these services.

3.4 Determine the impact of the anticipated new minimum wage on the cooperative education program.

3.5 Develop data processing programs and procedures which facilitate processing and using evaluation data.

3.6 Conduct third party evaluations.

4. Undertake and/or encourage applied research to investigate problems in vocational education.

4.1 Develop a system to determine the effectiveness and benefits derived from a vocational program.

4.2 Investigate the impact of vocational, technical and adult education on Wisconsin's economy.

4.3 Determine the barriers to enrollment in the VTAE system.

4.4 Determine the factors that restrain people from entering new jobs (including moving from unemployment to employment).

4.5 Develop a process for identifying emerging occupations in their initial state of development. (This may duplicate some efforts in process).

4.6 Identify the factors that lead to successful job changes - especially in horizontal changes to jobs in occupational areas that are very different from the original job.

4.7 Assess the impacts, benefits, and problems associated with the vocational-technical schools providing alternative learning experiences for high school students, i.e. enrolling high school students in vocational and technical courses. (A case study methodology was suggested to look in depth at the impacts).

4.8 Determine the status of adult education, short-term programs which provide for upgrading, retraining and qualifies them for employment, job enlargement or greater employment opportunity.

4.9 Investigate additional curriculums and learning experiences appropriate for the disadvantaged and handicapped. (Job Engineering for special needs people).

4.10 Determine the attitudes toward and the concepts of vocational education held by various groups of Wisconsin residents. (#young, old, laborer, businessman, educator, etc.)

4.11 Determine the impact of unstructured work experience programs on structured work experience programs (such as WECEP and Coop versus work experience).

4.12 Study organizational structures to determine the conditions under which each is most effective.

4.13 Determine the impacts tuition has had on full-time and part-time programs that culminate in a degree or diploma and the impacts on the Community/Field Services program usually offered at night which are short term (so many sessions).

4.14 Determine the non-economic impacts of vocational education on the individual.

4.15 Determine ways to serve low income persons to provide equal opportunity.

4.16 Identify competencies which transfer from one job to another.

4.17 Investigate the image of CVTAE held by various clientele (teachers, administrators, etc.)

4.18 Develop a common accounting base for determining local and state contributions to vocational education.

4.19 Investigate student attrition and withdrawal.

4.20 Identify the remedial math, science and communications teaching competencies needed by vocational educators at the secondary and post-secondary levels and determine the location of the problem which has caused this need to come about.

4.21 Determine the differentiated ability of individuals and relate this to cost-benefit.

4.22 Determine the impact of vocational education on the cognitive development of the individual rather than vocational development.

4.23 Explore ways which may be feasible and the competencies needed by vocational education teachers to mainstream special education students into occupational education programs.

4.24 Determine the processes of selecting and preparing for post-retirement careers (A second career for persons who retire at a relatively young age from their first career).

4.25 Identify adults who need counseling and the counseling techniques appropriate for adults.

4.26 Clarify the definitions of vocational education and career education.

4.27 Investigate the research that has been done on home learning centers so this may be utilized for in-service in Irempealeau County.

4.28 Determine the impacts of CETA Title I on vocational training at secondary school level.

4.29 Investigate attitude of administrators toward vocational education.

5. Disseminate information about Vocational Education in Wisconsin

5.1 Disseminate the newsletter.

5.2 Disseminate activities of the Center through a newsletter to various constituents in the state.

5.4 Investigate innovative techniques to make research results known to vocational educators.

5.5 Consider utilizing micro-fiche to disseminate research results.

Emphasis to be Placed on the Objectives

The emphasis to be placed on each of the five objectives just defined is noted below by the percentage of resources allocated to each of the objectives. This allocation is approximate. Since the primary product of the Center is service to vocational educators, exact allocations could not be made.

The nature of the requests and problems brought to the Center influenced the actual utilization of funds. Thus, percentages reflect guidelines for the emphasis to be placed on each major area. The emphases for 1977-78 and 1978-79 are listed below. Note that there was no change in emphasis recommended by the State-Wide Advisory Committee.

Objectives	Emphasis (Approximate Percentage of Total Budget) 1977-78	1978-79
Objective 1 - Needs Assessment	15%	15%
Objective 2 - Professional Development	20%	20%
Objective 3 - Evaluation	15%	15%
Objective 4 - Applied Research	30%	30%
Objective 5 - Research Dissemination	20%	20%

A summary of 1978-79 activities relating to the major objectives is provided in Chapter II.

Administrative Format for CVTAE

The administrative format for CVTAE 1978-79 is portrayed in Figure 1. The CVTAE is housed in the Center for Research and Educational Improvement (CREI). The Dean of the Graduate College is the administrator of all extramurally funded grants on campus. Since CVTAE is extramurally funded by the Wisconsin Board of Vocational, Technical and Adult Education, the CVTAE Co-Directors report to the

Director of CREI who reports to the Graduate College.

CVTAE shares offices and facilities with CREI. These facilities were designed to provide a flexible environment for research in the practical arts, career and vocational education.

Chapter II

Summary of 1978-79 Activities

That which follows is a summary of the activities of CVTAE for fiscal year 1978. The activities are listed and briefly described under each of the five major functions of the Center: (1) Needs Assessment, (2) Professional Development, (3) Evaluation, (4) Research and (5) Dissemination of Research and Activities. In addition, a description of data processing activities will be provided.

Needs Assessment

Some examples of activities undertaken that relate to this function other than talking and visiting with vocational educators around the state follow:

A Study to Develop a Model Process for a Displaced Homemaker Center Within a VTAE District. Project No. 30-703-150-319 A. The purpose of the project was to develop a model process for a displaced homemaker center within a VTAE district. The center would be responsible for identifying displaced homemakers and assessing their needs. A project for this purpose is justified by the VTAE districts responsibility to provide adequate services to displaced homemakers as they prepare for entry into the world of work.

The procedures associated with this research included a review of the literature and interviews with community representatives to identify location procedures, workable delivery systems and the needs of the displaced homemaker. A model process, which included the development and utilization of survey instruments administered by community representatives and in personal interviews, was established.

Preliminary Survey of Field of Bilingual Vocational Education. Project No. 30-301-150-139. The purpose of this project was to develop a needs assessment instrument to survey the present state of bilingual vocational training in Wisconsin and to identify effective bilingual personnel, materials, and programs. Project activities included two major trips, one to the Eighth Annual Bilingual/Bicultural Conference in Seattle, Washington on May 6-10th and one to Illinois which included the Bilingual Vocational Education Project at Arlington Heights, and the College Outreach in Placement and Assessment and the Bilingual Access Programs at Elgin Community College in Elgin. In addition, preliminary research into bilingual vocational education materials and programs was conducted. A list of Wisconsin professionals interested in bilingual vocational education was compiled and an initial Delphi questionnaire was developed.

Promoting Sex Equity in the Post-Secondary VTAE System in Wisconsin. Project No. 30-705-150-319. The purpose of this project was to synthesize selected materials and strategies to promote sex equity into a handbook for vocational educators in Wisconsin's post-secondary VTAE system. The project developed a needs assessment system which can be used by VTAE district staff to ascertain sex role stereotyping and bias in the programs and services provided. The needs assessment instruments were pilot-tested a a series of packages was developed which provide vocational educators with viable goals, standards and strategies to promote sex equity.

Needs Assessment for Staff Training at Western Wisconsin Technical Institute. The Center staff assisted the professional development staff committee at WWTI to design an instrument to determine the staff training needs. In addition, the Center staff processed the data and assisted the committee in data interpretation.

Needs Assessment for Administrator Training at Western Wisconsin Technical Institute. The Center staff assisted in processing and interpreting the data to provide information relative to the training needs of administrators at Western Wisconsin Technical Institute. The National Center for Research in Vocational Education instrument on administrative competency - based education was used to collect the data.

Financial Status of Secondary Vocational Education Programs. Project No. 9-5784/R084. This study was completed with the assistance of a committee of LVECs. The purpose of this study was to identify the type of financial support available to vocational education in Wisconsin and to determine if cost controls and other budgetary limitations have imposed significant constraints for secondary vocational programs. All LVECs in Wisconsin were surveyed. In those schools not served by an LVEC, and administrator was asked to complete the survey. The results of this survey provided input for the legislation to fund secondary vocational education categorically with state-funds.

Professional Development

Some examples of professional development activities supported by the Center follow:

Vocational Education Coordinators and Supervisors Leadership Development Workshops - Phase III Project No. 30-102-150-319.

The Wisconsin Board of Vocational, Technical and Adult Education staff have observed that many of the department chairpersons, coordinators and supervisors employed in the Wisconsin Vocational, Technical and Adult Education System need to participate in a conference designed to develop leadership skills and techniques. The skills and techniques of communicating, providing for group interaction in meetings and conferences, analyzing motivational

patterns, and managing conflict within the organization are needed by coordinators and supervisors as they perform their daily activities.

A "hands on" workshop was conducted to develop mid-management competencies for department chairpersons, coordinators and supervisors. Special emphasis was given to leadership skills of conflict management, communications and decision-making. The five-day conference was highly successful, with positive results indicated by the conference evaluation. Sixty-three persons attended this workshop.

Professional Growth Week - 1979, Project No. 30-101-150-319.

Professional Growth Week was an intensive one-week conference for post-secondary vocational, technical and adult education instructors from local VTAE districts throughout Wisconsin. The project was sponsored by the Wisconsin Board for Vocational, Technical and Adult Education in cooperation with local VTAE districts and UW-Stout.

All evaluations of Professional Growth Week indicate that it was a very successful. The program offered was "performance based vocational education".

A total of thirty-seven staff members were involved on either a part-time assignment, as a consultant, as a student assistant, or as a limited term employee. The staff included Wisconsin State Board for Vocational, Technical and Adult Education staff, consultants representing post-secondary and secondary schools, a consultant representing the Ohio State National Center, UW-Stout students. Both the formal and informal interactions between the participants and staff allowed for an exchange of information and feelings which was and will continue to be beneficial to the relationship of the Wisconsin VTAE system and UW-Stout.

One hundred fifty-one participants attended the conference.

Professional Development Workshop for Research Personnel, Project No. 30-704-150-319

The purpose of the workshop was to increase the research competencies of VTAE staff who are involved designing, managing and conducting research projects in the Wisconsin VTAE system. Twenty VTAE research personnel attended the workshop. This included two consultants from the WBVTAE office. The evaluation of the workshop indicated that content and processes utilized were successful in meeting the needs of the participants.

Workshop Designed to Assist LVECs in Writing Proposals and Improving Grantsmanship, Project No. 9-9783-J084

Four regional workshops were conducted to improve the capabilities of LVECs in proposal writing and grantmanship. Included in the workshop was information in funding sources, practical techniques for writing proposals, and criteria for assessing the quality of the proposals developed. Ninety-two persons attended the workshops and the evaluations indicate that most of the participants felt their time was well spent.

LVEC In-Service Evaluation Workshop

Three two-day in-service training workshops were held for all LVECs conducting an evaluation of their district's vocational program as a part of the Secondary Vocational Program Evaluation Project.

The purpose of the workshop was to improve the management and evaluation capabilities of the participating LVECs by thoroughly training them in the use of the instrumentation and procedural guidelines contained in the Self Evaluation Manual. During the workshop, LVECs discussed program evaluation goals, identified the Self Evaluation Report components, set their evaluation timeline, read and transcribed data from typical computer printouts, and discussed on-site team preparations.

Team Leader In-Service Evaluation Workshop.

A one-day in-service training workshop was held for on-site evaluation team leaders selected to participate in the Secondary Vocational Program Evaluation Project.

The purpose of the workshop was to improve the leadership and evaluation capabilities of the participating team leaders by thoroughly training them in the use of the instrumentation and procedures contained in the Visiting Team Guidelines. During the workshop team leaders discussed on-site team evaluation goals, became acquainted with the visitation schedule, reacted to the Visiting Team Report format and participated in a presentation outlining processes to use for effective committee work.

Internships. The Center staff have been involved in establishing internship sites at various locations where vocational educators may intern to gain expertise in curriculum development, competency based education, local vocational education coordination, administration and supervision.

National Occupational Competency Testing Institute (NOCTI), Project No. 30-064-150-318. The Center (Phil Ruehl) acted on behalf of the Wisconsin Board of Vocational, Technical and Adult Education to provide trade examinations in 24 occupational areas. The Center solicits persons to take the examinations to determine proficiency and provide for proctering as well as liaison with the National Office. Nine examinations were conducted this year.

One Week Pre-Service Workshop for Newly Hired Vocational Teachers, Project No. 30-106-150-319

This project provided a pre-service program for new VTAE teachers. The workshop served as a transition to the remaining professional education

courses which teachers may take during the school year. New teachers attended the workshop.

In-Service Training for UW-Stout Extension Call Staff Teaching 469-502

Project No. 30-107-150-319 This project acquainted Call Staff teachers teaching the courses Principles of Vocational, Technical and Adult - 469-502 with the current teaching outline; teaching aids, effective methodology and brought about more uniform standards in teaching the course. The two-day workshop was held in Madison where DPI and WBVTAE staff could discuss their concerns about the course with the participants. There was eight participants in attendance.

Some Professional Development Activities of the Center for VTAE

a. Assisted in the Certification course review of the following:
   (1) Psychology
   (2) Evaluation
   (3) Philosophy of VTAE
   (4) Methods of Teaching
   (5) Curriculum or Course Construction

b. Presented at the Secondary School Summer Vocational Educator Conference on
   (1) Changing nature of work.
   (2) Future of Industrial Education

c. Represented CVTAE on minority internship program

d. Represented CVTAE on Vocational Educator Editorial Board

e. Assisted WBVTAE staff in preparing an Impact statement on Vocational Education for Senator Nelson.

f. Presented testimony on Secondary School Vocational Education to Senator Goyke's committee

g. Represented CVTAE on the Governor's Commission for Affirmative Action

h. Presented on proposal writing to Governor's Employment and Training office staff

i. Presented on Proposal writing at the Wisconsin Education Research Association.

j. Presented on Secondary School Vocational Education Evaluation at the Wisconsin Education Research Association

k. Presented on Program Evaluation to the National T&I conference in Minneapolis

l. See activities listed in Appendix A for many other professional development activities

Evaluation

Evaluation activities for the Center for the 1978-79 year include:

State-wide Secondary Vocational Program Evaluation Project - Phase I Project No. 9-5189-E084

The purpose of this project was to implement the secondary vocational program evaluation model as well as to assist a specified number of Wisconsin secondary schools in the evaluation of their vocational programs.

Each LEA compiled a comprehensive Self-Evaluation Project and conducted an on-site evaluation with a team of evaluators selected from outside the district. The resulting Visiting Team Report audited and acknowledged self evaluation data as well as specifying program strengths and weaknesses with the recommendations and suggested solutions for program improvement. Forty-six schools were involved in the evaluation.

Third Party Evaluation of the Fond du Lac, WI Experience Based Career Education Project. Project No. 082378

The Center continued third party evaluation of this project for the third and final year of its federal funding. Test data collected from 58 EBCE students showed no significant loss of academic skills from participation in a four day work site placement each week with one day of inhouse instructional activity in contrast to performance of control group students in a traditional school setting. EBCE students showed impressive gains in career knowledge and maturity, job seeking skills, and positive attituded toward work. CVTAE also evaluated the project's dissemination activities which effectively promoted the EBCE concept throughout Wisconsin.

Sheboygan Public School System Title IV EBCE Project. Project No. 012679

The Sheboygan Public School System experimented with an adaptation of the experience based career education model for the ninth grade careers unit. A sample of 100 students spent up to four days in local businesses and industries participating in work activities in order to gain a better comprehension of their skills, abilities, and interests. The third party evaluation contrasted the impacts of this experience with the traditional careers unit offered to the rest of the ninth graders in the Sheboygan Public Schools.

PIPE-TV

The major goal of the project PIPE-TV conducted by the Racine Public School System, was to develop videotapes which present the major concepts and skills taught in the seventh, eighth, and ninth grade industrial education programs to determine if students with learning disabilities learned more effectively from this approach as contrasted with the traditional lecture/ demonstration approach. This year the third party evaluation encompassed two grade levels. Last year the world of construction was evaluated with the seventh graders. On three of the four tests given, students with learning disabilities who participated in the PIPE-TV classes scored higher than those who were in the traditional classes. Average and above average students in the PIPE-TV class consistently outscored their peers in the traditionally taught industrial education courses. The reactions of both the students with learning disabilities and the other students were positive to the PIPE-TV class format. This year, the eighth grade world of manufacturing courses was involved in the assessment.

External Evaluation of the WWTI Advanced Institutional Development Project (AIDP), Project No. 072478

This external evaluation determined the degree to which the AIDP project objectives were achieved in each of the following activity areas.

01 Planning, Management and Evaluation System
02 Management Improvement/MIS Activity
03 Curriculum Development
04 Curriculum Improvement
05 Student Services
06 AIDP Coordination

The findings of the third party evaluation are available in the report.

Evaluation of the Wisconsin, Vocational, Technical and Adult Education From the Point of View of Heads of Selected Private Corporation. Project No. 30-026-150-319

The perception of the Vocational, Technical and Adult Education System by selected corporates heads was presented at an evaluation session held in Milwaukee. Dr. Sorenson, State Director VTAE, Dr. R. Swanson, Chancellor at Stout and Paul Hassett, Executive Director of the Wisconsin Manufacturers Association represented the VTAE system and discussed Vocational Education with the group.

Evaluation of the Summer Conference for Teachers and Coordinators of Vocational Education. Project No. PAI 00331

The purpose of this project was to evaluate the impacts of the summer vocational education conference for secondary vocational educators. Instruments were developed to assess the participants' reactions to each of the major sessions at the August Summer Conference. During the late fall a survey was sent to secondary vocational educators to determine the curriculum and instructional changes made as a result of participation in the conference. In addition, the persons surveyed were asked to contrast the impacts of the Summer Conference with those of other professional conferences they

Third Party Evaluation for the Wisconsin In-Service Training for the Implementation of Local Plans for Career Education. Project No. PAI 00399

This project was an extension of the Wisconsin State Plan Project and also utilized the resources and expertise developed in the Wisconsin Career Education Consortium. Five elementary and secondary school systems in Wisconsin were involved in the project. The third party evaluation entails an assessment of the local long range plans for career education developed in the project, and the degree to which staff have acquired the competencies

to carry out the plan.

External Evaluation of CESA 6 MR Consultant Project Project Number PAI 00326

The purpose of this third party evaluation was to determine the degree to which the special needs coordinator's position in CESA 6 has met the objectives in the original proposal. The basic thrust of this position was to work with special and vocational educators to develop more effective vocational education programs for students with special needs. Data was generated on the types of services a person in this position could provide which would be of value.

Research

Some activities of the Center which are research oriented are as follows:

Study to Assess the Impacts of Enrolling in High School Vocational Education on Later Performance in Vocational, Technical and Adult Programs Project Number 9-9782/R084

The purpose of this study was to identify the impacts of enrolling in secondary vocational education on later performance in post-secondary vocational and technical programs. Graduates of secondary level capstone vocational programs in four selected VTAE districts were interviewed and surveyed to determine the impacts of secondary vocational education on career choice, competencies which relate to their post-secondary vocational or technical program, and impacts on their performance in the post-secondary program. A control group of students who did not participate in the secondary level capstone programs was used as a comparison group in the four vocational-technical districts. A survey was designed and mailed to all 1978 graduates of capstone programs who were enrolled in post-secondary vocational-technical districts in Wisconsin. The purpose of this survey was to ascertain if these students perceive the same impacts of capstone programs as those in the interview sample.

The Bilingual Vocational Training Project Project Number GLAD-79-979

This grant constitutes Phase I of a projected three phase project. During the first phase, a two round Delphi was used to make a needs assessment of the field of bilingual education in Wisconsin. Three technical dictionaries in Spanish and Vietnamese for three vocational areas will be published. A monograph including an annotated bibliography of bilingual instructional materials, an overview of successful programs and recommendations for technical assistance will also be published. Finally this project will oversee dissemination of two issues of a newsletter on bilingual/bicultural education.

Determine Effectiveness of Assessment Centers and the Extent to Which They Provided Information of Value Project Number 4DAD-79-979-01

The purpose of this project was to determine the effectiveness of VTAE Career Assessment centers, in assessing CETA participants (disadvantaged) and in developing appropriate employability plans for them. This project is funded by the Governor's Employment and Training Office.

This project addresses several concerns regarding assessment:

1) Does the money spent for client assessment provide adequate information to those who need it?

2) What assessment techniques provide optimum information about a client?

3) Are the centers cost effective?
   a) Is the drop-out rate lower among CETA students who've been through the assessment process than for the overall student population?

The Advisory Council recommended that four sites be included in the project evaluation:

1) Job Service at Green Bay
2) Career Assistance Center at Indianhead Technical Institute
3) Assessment Center at North Central Technical Institute
4) Vocational Evaluation Center North and North Central CAP

Mid-State Technical Institute served as a pilot site for the development of survey instruments.

Evaluation of YCCIP, YETP, and SPEDY Youth Employment Programs in the West Central Area Manpower Planning District. Project Number T3AD-79-980

The Center designed and used an evaluation system to identify the impacts youth employment and training programs have on participants' career awareness, decision-making, and employability skills. CETA youth programs administered by WestCAP, Western Dairyland, Chetek Development Corporation, and Farmers Union received CVTAE technical assistance and assessment by pre-and posttest data collection. A major goal was to identify specific programs or components which are most effective in changing participants' attitudes, knowledge, and/or skills. Early indicators suggest that a low ratio of job coach/counselors to participants promotes participants' satisfaction and learning.

Followup of High School Non-Completers, Project Number 9602-1-A-78

This project for the Wisconsin State Advisory Council on Vocational Education, is determining the status of high school non-completers by interviewing 1000 high school non-completers from the small, medium and large school(s) from the years 1975-76, 1972-73, and 1967-68. Counselors and teachers were hired to interview non-completers from their respective school system. Specific areas of study were biographic data, educational background, employment history, vocational training and attitudes toward work and school. This study has been funded through the Wisconsin Advisory Council on Vocational Education and is conducted jointly through UW-Madison and UW-Stout. The final report is available through the Wisconsin Advisory Council on Vocational Education.

Industrial Education Learning Activities Project Number 8/5190/L084

The purpose of this project was to provide resources for seniors and graduate students who are interested in developing learning activity packages or modules related to the Wisconsin Indusrial Education Guide. In addition, the project staff studied the types of learning resources industrial education teachers need in Wisconsin. This project is a continuing project from the last fiscal year.

Women in Apprenticeship Project Number 30-703-150-319B

The purpose of this project was to determine the motivation, barriers, support, experiences and attitudes of women in apprenticeship. The experiences of these women will serve as a guide in counseling women who may be considering apprenticeship.

Basic State Grant Resource Study - Phase I Project Number 30-706-150-319

This project studied the basic state grant program within the Federal Vocational Education Act as amended in 1976. The project will identify impacts of basic state grant if reduced, determine the impacts and constraints resulting from the matching and set-aside requirements, distill a list of alternative approaches and prepare a set of recommendations related to the basic grant. A national committee has been formed to advise on the study.

The Development and Utilization of Instructional Materials for the Competency Based Teacher Education Curriculum in VTAE Schools
Project No. 30-104-150-319

This project developed individualized units to support the professional education competencies for course construction and methods of teaching - two certification courses. The individualized modules were articulated with existing certification courses. In addition, on-site coordinators in each VTAE district was trained to use the materials.

Other

During the past year CVTAE staff members have assisted a number of persons concerned with vocational education problems or opportunities. Secondary and post-secondary vocational educators and staff have requested various types of research support services from the Center. The Center staff helped several vocational-technical educators in writing proposals, planning research designs, developing instruments, processing data and applying research results.

Dissemination of Research Results

The fifth major function of the Center is to encourage vocational educators to apply research results to the problems or opportunities they encounter. During the past six years the Center staff members have engaged in a number of meetings with one or more vocational educators to discuss the results and applications of a variety of research studies (See Appendix A for a list of meetings during 1978-79). In addition, a newsletter is periodically distributed. That which follows is a summary report of CVTAE's dissemination of research reports, technical assistance and data analyses.

Requests for CVTAE materials, reports and assistance were received from 35 states and six foreign countries. Also, many requests are filled which are not recorded. Fox example, many vocational educators are provided assistance through the telephone. Many also walk in and make requests. Listed below is a brief report of the recorded requests for information and assistance.

Architectural Barriers to Physically Disabled Persons in Wisconsin's VTAE System 15

VTAE Consumer Competency Identification Project 3

CVTAE Final Report. 14

Joint Survey of the Qualifications, Certification Status, Roles and Functions of Vocational Evaluators Employed in Vocational Education 8

Expanding Non-Traditional Opportunities in Vocational Education. 13

CETA Evaluation Procedures and Instruments 32

Handicapped/Disadvantaged Prototype Identification Project 2

An Exploratory Study of the Sociological and Psychological Impacts of Mid-Career Changes for Women 12

Chapter III

Evaluation of the Center By Off-Campus Personnel

The purpose of CVTAE is to serve vocational education, both at the secondary and post-secondary levels. Therefore, the Center staff works with high schools, vocational-technical schools, the DPI and the WBVTAE.

The impact of CVTAE is often more extensive than first meets the eye. A contact made with one person or a small group of people can have far reaching effects. As an example, the Center has made presentations on task-based curriculum development at various workshops. As a result of this, the Center staff have been invited to put on a more extensive workshop for the staff of a particular school(s).

Because CVTAE is involved with many other agencies, an evaluation survey was sent to a sample of people who were representative of the agencies served. Completed surveys were received from 83 persons. The survey instrument (see Appendix C) was a one-page rating scale and checklist which asked the respondent to evaluate the assistance received and to provide suggestions for further assistance from the Center. This survey was one method of evaluating the impact CVTAE has had throughout the 1978-79 fiscal year.

The response to the survey was very favorable. The off-campus personnel seemed most impressed with the friendly and prompt response, as well as the attentiveness to their needs (see Table III-I). Forty-three percent of the respondents felt that the Center assistance received was of adequate scope.

When asked specifically to rate the assistance they received from the CVTAE, the off-campus personnel gave a median rating of 3.31 (on a scale

1 to 4), which is between the range of "considerable" and "great help". This indicates that CVTAE has had considerable impact on off-campus agencies.

Although the services received from CVTAE were rated high, there were many recommendations for further help, which indicates CVTAE has accomplished much but has not resolved all of the needs of vocational education.

Replies to questions 3, 4 and 5 of the evaluation follow.

Table III-I

User Evaluation of CVTAE

Quality of assistance	N=83 N When Responding	Percent
Prompt innovative response	68	81.9
Friendly response	73	88.0
Insufficient scope	0	0
Adequate scope	43	51.8
Attentive to our needs	61	73.5
Unorganized	0	0
Haphazardly done	0	0
Innaccurate/misinformed	0	0
Did the best possible under the circumstances	13	15.6

Question 3 What additional assistance do you need in further developing your vocational programs?

-More money, less paperwork.
-University directory-phone numbers, Dept. heads-etc.
-Cannot determine this at this time.
-None at this time.
-Whatever service I have requested of the Center staff has been filled to my complete satisfaction.
-Continued help with vocational evaluation, and statistical data on vocational educ. programs in the state.
-Up dating new information and resources.
-5 year evaluation planned for school year 1981-1982.
-Student needs Assessment Business and Industry Needs Assessment.
-Information on evaluation techniques-how to show accountability to students, the board and to taxpayers.
-Cannot be specific at this time.
-I am still seeking information on your open-entry/open-exit system of vocational education.
-Information regarding the types of in-service workshops available.
-Develop procedures and forms for doing follow up studies and recording of vocational graduates on an on-going basis or annual basis.
-Provide assistance in determining trends and future needs in terms of new technologies.
-To help in planning for employment needs (Trends).
-Further workshops on research techniques.
-None at this point.
-We will continue to submit RFP'S for perceived needs and to consider suggestions from Stout.
-Identification of learning tasks consistent with the training needs for vocational education programs.
-Continuation of the services of Orville Nelson as an Advisory Committee member for 1979-1980.
-We are working with CETA training Units, attempting to move them in the direction of CBVE. Any help you can give?
-Continue to provide personalized assistance on research development and other related concerns.
-With respect to project PIPE continued constructive feedback.
-Program Evaluation consulting as needed.
-Money.
-Assistance in conducting studies-consultation regarding procedures and instruments of computer analysis and interpretation.
-None at this time.
-Help in all the funding reports and records.
-Increase funding-State or Federal, it is hard to justify your position with 25-30% funding.
-Additional courses for Ed.S. offered off campus.
-Keep it as it is.
-There may be a need for data processing services for interim surveys and needs assessme studies that would be scheduled between major evaluations.
-Competency based education. This would be helpful, to me, in setting up an inservice for vocational education.
-Continued guidance and advice as our AIDP project develops and responds.
-None at this time-expect to participate in Voc Ed evaluations during 79-80 year.
-Primarily in the Research and Developmental areas.
-With subcontracts in relation to the Career Education Incentive Act. RFP's will go out about 8/1/79.

Question 3 (continued) What additional assistance do you need in further developing your vocational programs?

-Assistance in analyzing and summarizing data on VTAE enrollments of males and females.
-Will be calling on you soon for critique of utilization of PERT technique; certain to seek your help in other areas related to follow-up from time to time.
-A safety guide should be developed for the industrial arts programs in Wisconsin. Would you be interested in assisting us in developing it?
-Inservice for capstone teachers.
-Tabulation of District Surveys, Advice on available computer software.
-None
-NA to my position.
-We will need continuing help with evalution. New areas of research and development will very likely emerge.
-Working in research, planning, and development, I would like to know more about what to look for in order to help the school make decisions on current issues (creative problem solving). How can I get more use out of the computer to help solve these problems with the data I do have?
-Special interest research projects.
-Keep me abreast of changes in community services! I am especially interested in ways of utilizing coordinators.
-Assistance-needs will depend on program funding.
-Possibly workshops notices
-Curriculum
-Writing programs for special needs Sex Stereotyping programs for small schools.
-Information related to attrition.
-Services provided at this time is very good.
-We don't develop programs but often need information on Voc. Ed. accomplishments and other Voc Ed information on Wisconsin. Please keep current information help available to handle unique questions.
-Same as current opportunities.
-New publications that you release.
-Project Career Coordination to measurement of career awareness and awareness to services.

Question 4 What new services, assistance, programs, etc., should the Center develop in the future?

-Organization wellness programs.
-Place continue to work with our research staff at the State Bd.and with the Dist. Adm's. research committee.
-Assessment of CETA Grantees training needs (staff, participants, supervisors, etc.) Classroom training for females in non-traditional occupations.
-I am satisfied with Present Services.
-The Center should consider focusing on the research needs of vocational educators assist has distinguished itself in the past. Competency-based education, testing in vocational education courses (uniform standardized tests with norms for the State), instructional technology in vocational education, systems in managing vocational programs are a few areas of Focus which the Center could address as a reservoir of information and dissemination center. The center should continue to avail itself to local districts for assistance in designing research projects. It should continue to retain its excellent standing in the State, yes even nationally, as "the place to go when you are in need to know." It should elect to specialize in certain aspects of vocational education, mainly focusing on research design, CBE, instructional technology, testing, even gender role stereotyping. All of these are signs of the times and will be with us in the 80's.
-Continuations of the above-such as bibliographies, review of new publications, material
-Design future research workshops to possibly have concurrent sessions on different topics. In this way, even more needs will be met and more time spent-presentation and practice-in more tech. areas.
-Newsletter outlining whats new, results of your activities. More workshops similar to the Research Workshop during professional growth week. Maybe something on computer assisted instructtion.
-Cannot be specific at this time.
-A cleaning house listing curriulum publications available for Vocational Education Programs.
-Assistance to cope with additional federal reporting requirements.
-How about a newsletter that lists sources of new federal and state grants related to Voc. Ed.
-Use of computer in all spheres of operations.
-A "road show" on computerized data bases and their use in teaching (or administering) vocational education.
-Workshops or programs for counselors who work with handicapped or disadvantaged population.
-In the area of articulation in post secondary schools.
-Inservice and preservice training of vocational teachers concerning the needs of handicapped.
-We are working with CETA training Units, attempting to move them in the direction of CBVE. Any help you can give!
-Present service have met our needs.
-Program and Proposal writting assistance.
-Health occupations Distributive Education.
-Unknown.
-Some way to put down on paper work for Voc. Ed. programs.
-At the present Funding rate more contact with other Dist. Administrations for Voc. Ed. supporto.
-The specific ideas. The Center has been very helpful in meeting the needs of Gateway and the entire State F.S./C.S. group.
-Develop "Peer concept" of inservice for part-time instructors in VTAE.
-Development of survey questionaire techniques, sampling, response rate.
-Service is great-Help with evaluation study has been excellent.

Question 4 (continued) What new services, assistance, programs, etc., should the Center develop in the future?

-Our major need, in face of increased costs and declining enrollments, might well be on the area of program redesign- new ways of organizing the curriulum.
-Competency Education,How a LVEC can survive in a small community where money us not readily available.
-More emphasis on academic credit for work experience. How about self paced competancy bored Instructional packages earmarked for professional staff as part of exiciting degree programs.Could also apply to vocational training packaged for area of high demand.
-RFP'S coming.
-Model programs (on sex equity) for specific fields, e.q. T:I, Home Econ., which could be used on the post secondary level.
-Leadership workshop-intra and interdistrict communication/coordination. (Cost reductior budget savings, potential, tec.)
-I would like to see a 1-2 day session or evaluation, melthodologies (e.q. the proposal rating system now used by this office) where exploses the applications of computer technology with advance workbooks to prepare for the seesion and examples at the session with concurrent discussion of the underlining rationate and methodology.
-The capability to conduct research and respond to unique needs should be retained to the extent possible.
-Indepth workshop on computer utilization.
-Helping people see the total picture of vocational training.
-Creative problem solving for Research, Planning, and Development personnel. Current techniques and "tricks" of the trade. It is not as important to hear what people out of state are doing as it is to hear what researchers in our own system are doing in varying situations. here are many good techniques being developed locally that should be shared statewide.
-Intensified training sessions in usage of statistics.
-Possibly conduct workshops in the specific Voc. areas.
-Continue to pull together research information on Voc. Adult Ed. perhaps circulate on a periodic basis ans index of materials on hand.
-Seminars - 1 day workshop on Sex Stereotyping Career Education.
-Courses on continue styles mapping, methods of evaluation to enhance competency, based evaluation programs, methods of individulization instruction.
-A sophisticated focus on new and emerging occupations.
-A linkage among researchers.

Question 5 Comments:

-Material requested have been helpful and prompt.
-Service delivered is helpful.
-Public Relations training for CETA staff.
-Excellent programs.
-The only other record I show of any assistance was from UW-Madison-receiving an abstract. Service was prompt and information quite useful.
-Keep up the good work.
-Orv Nelson is an effective presenter. I also liked the mixture of joint sessions w/other workshops along w/our specialized groups.
-Thanks for your past assistance.
-I am interested with the enters 6-12 vocational and career program, of having information contact person, etc., a uniform method of grading or rating students.
-I have not received any information, but judging from your evalvation sheet, I was sent some information. Perhaps, you would be able to remail the data. Thank you.
-Thank you for your help.
-I would like to discuss my concern with you in more detail if you see the need for much assistance to LVEC's.
-Continuing education opportunities for vocational technical and adult education are truly appreciated.
-The Center is a valuable resource for the Wis. RCU.
-Good job!
-Harold Halfin served as panel member for our Consultant reclassification process- it was greatly appreciated.
-Superior and very complete, timely and concise resonses were received from Orvillie Nelson as a member of the Advisory Committee.
-Money is our problem-Our board is not pleased with our reimbursement-present programs are being attended to - No new purposals are being looked at.
-I appreciate your services.
-My contact with the Center has been very positive. Center staff have always been very open, helpful and willing to work me on an individualized basis.
-Printouts are accurate and very informative.
-Your services are very appreciated the type of help you provide is definately needed in the field.
-Would be interested in additional inservice in the future.
-Have a nice summer.
-As far as I am concerned, we have only one VTAE Center in the State that has gone the "extra mile" for the VTAE schools and our students.
-When I need assistance I turn to Stout CVTAE.
-None.
-We have been very pleased to have the opportunity to visit UW-Stout and look forward to continued joint efforts.
-The open service position is one seldom seen anywhere. An example for all education to follow. Thank you.
-Dr. Nelson did a very good job.
-I would like to thank Dorthy Dale and Coleen Esser for the efforts they put forth regarding the Vocational Evaluation that was done this school year at the School Distric of Auburndale.
-Our project staff are extremly pleased with the quality of service received from the Center and below it is a vital conponent of our success.
-Topics should not be so broad and general. Be more specific.
-The assisstance provided in the high school vocational self evaluation has been most helpful.
-The most impressive element of the Center is its staff!
-It has always been a pleasure to work with you and your staff.

Question 5 (continued) Comments:

-Appreciate your cooperation and flexibility in providing assistance. Thanks.
-Thanks for the past assistance. I look forward to additional assistance in the future.
-Our Bureau has been extremely pleased with the expertise available and with the cooperative attitude of the staff.
-I would like to see a short two to three day workshop with a group small enough to get plenty of computer terminal time. We could bring specific types of data from our individual schools. Then we could learn how to set in into format and run it through special programs at U.W. Stout. I know other researchers (Don Bressler/NWTI) are interested in the same thing.
-It is nice to have a central focus for identifying resources dealing with Voc. Ed issues.
-Continue good work in the area of evaluation.
-Keep up the good work.
-Keep the excellent relationship and information.
-I enjoyed my visit, thanks.

Chapter IV

Looking Ahead

Based on the State-Wide Advisory Committee's recommendation, the objectives for 1979-80 for the Center for Vocational, Technical and Adult Education follow. In addition, the Campus Advisory Committee reviewed the objectives for their inputs and assistance in helping to meet them. See Appendix C for Campus Advisory Committee members.

On the following pages are the CVTAE objectives for the 1979-80 year. They are listed hierarchically, according to importance, under each major function. The hierarchial arrangement was based on inputs from the State-Wide Advisory Committee.

1979-80 OBJECTIVES

1. Identify needs of vocational educators in Wisconsin.

   1.1 Assist vocational educators plan programs to meet identified needs.

   1.2 Assist vocational educators conduct needs assessment.

   1.3 Improve needs assessment procedures and instruments for vocational education.

   1.4 Determine the standards of craftsmanship in an energy short economy.

   1.5 Determine the future need for production type employers versus those employed in service occupations.

   1.6 Update the Delphi study of vocational education in 1978 and include the effect of the energy crisis.

2. Professional Development

   2.1 Provide in-service sessions on public relations and salesmanship techniques for vocational educators so that they can work more effectively with teachers, students, administrators, legislators, and the general public. Establish procedures to communicate the purposes and accomplishments of vocational education to them and evaluate the process.

   2.2 Develop a spiral curriculum approach to presenting methods of teaching, course construction and evaluation of new teachers in the VTAE system who have had no teacher education.

   2.3 Develop a mini-course on how to influence the legislator.

   2.4 Provide seminars on energy management.

   2.5 Assist vocational educators in developing articulated vocational education programs.

   2.6 Provide task-based curriculum development workshops upon request.

   2.7 Develop courses and workshops for teachers of adults who have special learning needs.

   2.8 Conduct a leadership development workshop for 80 VTAE supervisors and coordinators.

   2.9 Assist LVECs and BCMD in providing in-service programs for secondary school vocational educators.

2.10 Develop in-service activities for WECEP and work-experience programs.

2.11 Conduct Professional Growth Week for 150 VTAE teachers.

2.12 Upgrade local administrators/supervisors to cope with the new legislation.

2.13 Develop in-service programs to assist vocational educators in organizing and selecting materials for HERO and T & I related occupations.

2.14 Provide an in-service program for 64 VTAE student organization sponsors.

2.15 Assist special youth programs (summer) in utilizing vocational education facilities to explore careers.

2.16 Assist in providing in-service on special needs for secondary school level personnel.

2.17 Provide in-service seminars in data processing to secondary school persons to update skills in retrieving data to answer questions.

2.18 Assist in retraining adults in the metric system.

2.19 Assist circuit teachers in determining the impact of energy conservation on their technical content.

2.20 Determine the effect of the enrollment decline on the secondary school vocational educators.

2.21 Assist DPI student organization consultant(s) in promoting the development of sponsors at teacher training institutions.

2.22 Develop management training seminars on PERT, PPBS, and MIS for LVECs.

2.23 Assist in designing career guidance programs to eliminate sex stereotyping.

3. Evaluation

3.1 Design improved techniques and instruments to assist local administrators evaluate vocational education and career education programs.

3.2 Assist vocational educators design and conduct evaluations.

3.3 Provide data processing assistance to vocational educators who do not have ready access to these services.

3.4 Determine the impact of the anticipated new minimum wage on the cooperative education program.

3.5 Develop data processing programs and procedures which facilitate processing and using evaluation data.

3.6 Conduct third party evaluations.

4. Undertake and/or encourage applied research to investigate problems in vocational education.

4.1 Develop a system to determine the effectiveness and benefits derived from a vocational program.

4.2 Investigate the impact of vocational, technical and adult education on Wisconsin's economy.

4.3 Determine the barriers to enrollment in the VTAE system.

4.4 Determine the factors that restrain people from entering new jobs (including moving from unemployment to employment).

4.5 Develop a process for identifying emerging occupations in their initial state of development. (This may duplicate some efforts in process).

4.6 Identify the factors that lead to successful job changes - especially in horizontal changes to jobs in occupational areas that are very different from the original job.

4.7 Assess the impacts, benefits, and problems associated with the vocational-technical schools providing alternative learning experiences for high school students, i.e. enrolling high school students in vocational and technical courses. (A case study methodology was suggested to look in depth at the impacts).

4.8 Determine the status of adult education, short-term programs which provide for upgrading, retraining and qualifies them for employment, job enlargement or greater employment opportunity.

4.9 Investigate additional curriculums and learning experiences appropriate for the disadvantaged and handicapped. (Job Engineering for special needs people).

4.10 Determine the attitudes toward and the concepts of vocational education held by various groups of Wisconsin residents. (#young, old, laborer, businessman, educator, etc.)

4.11 Determine the impact of unstructured work experience programs on structured work experience programs (such as WECEP and Coop versus work experience).

4.12 Study organizational structures to determine the conditions under which each is most effective.

4.13 Determine the impacts tuition has had on full-time and part-time programs that culminate in a degree or diploma and the impacts on the Community/Field Services program usually offered at night which are short term (so many sessions).

4.14 Determine the non-economic impacts of vocational education on the individual.

4.15 Determine ways to serve low income persons to provide equal opportunity.

4.16 Identify competencies which transfer from one job to another.

4.17 Investigate the image of CVTAE held by various clientele (teachers, administrators, etc.)

4.18 Develop a common accounting base for determining local and state contributions to vocational education.

4.19 Investigate student attrition and withdrawal.

4.20 Identify the remedial math, science and communications teaching competencies needed by vocational educators at the secondary and post-secondary levels and determine the location of the problem which has caused this need to come about.

4.21 Determine the differentiated ability of individuals and relate this to cost-benefit.

4.22 Determine the impact of vocational education on the cognitive development of the individual rather than vocational development.

4.23 Explore ways which may be feasible and the competencies needed by vocational education teachers to mainstream special education students into occupational education programs.

4.24 Determine the processes of selecting and preparing for post-retirement careers (A second career for persons who retire at a relatively young age from their first career).

4.25 Identify adults who need counseling and the counseling techniques appropriate for adults.

4.26 Clarify the definitions of vocational education and career education.

4.27 Investigate the research that has been done on home learning centers so this may be utilized for in-service in Irempealeau County.

4.28 Determine the impacts of CETA Title I on vocational training at secondary school level.

4.29 Investigate attitude of administrators toward vocational education.

5. Disseminate information about Vocational Education in Wisconsin

5.1 Disseminate the newsletter.

5.2 Disseminate activities of the Center through a newsletter to various constituents in the state.

5.4 Investigate innovative techniques to make research results known to vocational educators.

5.5 Consider utilizing micro-fiche to disseminate research results.

Emphasis to be Placed on the Objectives

The emphasis to be placed on each of the five objectives just defined is noted below by the percentage of resources allocated to each of the objectives. This allocation is approximate. Since the primary product of the Center is service to vocational educators, exact allocations cannot be made at this time. The nature of the requests and problems brought to the Center will influence the actual utilization of funds. Thus, percentages reflect guidelines for the emphasis to be placed on each major area. The emphasis for 1978-79 and 1979-80 are listed. (Contrasting the two sets of priorities reveals that the State-Wide Advisory Committee did not recommend any changes.

OBJECTIVES	EMPHASIS (Approximate Percentage of Total Budget)	
	1978-79	1979-80
Objective 1 - Needs Assessment	15%	15%
Objective 2 - Professional Development	20%	20%
Objective 3 - Evaluation	15%	15%
Objective 4 - Applied Research	30%	30%
Objective 5 - Research Dissemination	20%	20%

Project Proposals Developed and Submitted To Funding Agencies for 1979-80

Department of Public Instruction

- Industrial Education Learning Activities
- Statewide Secondary Vocational Education Evaluation
- Study to Access the Impacts of Enrolling in High School Vocational Education on Performance on VTAE Program
- Workshops to Assist LVECs in Proposal Writing
- Assessing the Impacts
- Promoting Sex Equity in Secondary Schools
- Development of Leadership Training for LVECs and Local Department Heads
- Study to Investigate Multi-Disciplinary Options for Junior High Vocational/Exploratory Education
- Energy Education Workshops for Industrial Arts-Vocational Education and Home Economics Teachers
- Capstone Level Curriculum Development, Electricity, Electronics, Graphic Arts, Power Mechanics

Governor's Employment and Training Office

- Governor's Employment and Traininf Office TAT Proposal- Program Evaluation
- Predictory Job Success in Youth Programs
- Determining Effectiveness of Assessment Centers
- In-service Training Model for Staff who Work with CETA Participants in Vocational, Technical Schools
- Workshops on Career Education and CETA to Facilitate a Coordinated School to Work Transitions
- Bilingual Vocational Training Program
- Translating Specific Job Openings Into Training Programs

Other

- Third Party-Evaluation of Western Wisconsin Technical Institute-AIDP Project

Appendix A

List of CVTAE Activities

Fiscal Year 1978-79 CVTAE Staff Activities

	Type of Assistance	Individuals Involved
1.	Determining Needs of Employment and Training in Wisconsin (Needs Assessment)	Selected participants, Governor's Employment and Training staff, CVTAE staff
2.	Bilingual Vocational Training (Reserach)	Armando Orellana - WBVTAE, Telephone Conference call to several State Bilingual Coordinators and CVTAE staff
3.	Arbitration: The Truth of the Matter Film (Professional Development)	WBVTAE staff and CVTAE staff
4.	Present in favor of Secondary School Vocational Education Legislation (Dissemination)	Senator Goyke's Education Committee, interested participants and CVTAE staff
5.	Bilingual Vocational Training Project (Evaluation)	GMPO staff and CVTAE staff
6.	Bilingual Education (Needs Assessment)	UW-Stout staff and CVTAE staff
7.	Third party Evaluation of PIPE TV	Al Pitts, Bill O'Shaunessy and Ollie Hopkins, Sheboygan Public Schools and CVTAE staff
8.	Develop Impact Statement for Vocational Education (Dissemination)	WBVTAE staff, John Kwel and CVTAE staff
9.	Impacts of High School Vocational Education	Advisory Committee and CVTAE staff
10.	VTAE Research Association Meeting (Research)	VTAE Research and Planning administrators and CVTAE staff
11.	Impacts of Secondary Vocational Education Data Collection	Cliff Andreoli, MATC and CVTAE staff
12.	Governor's Affirmative Action Council (Needs Assessment)	Affirmative Action Council - CVTAE staff member, a member of the council
13.	Evaluation Course Competencies - Certification Project	Sub-committee on Evaluation Course
14.	Wisconsin Secondary School Vocational Education Evaluation (Research)	Wisconsin Education Research Association participants and CVTAE staff
15.	Basic Grant Study Team Meeting	Study Team Leaders and CVTAE staff
16.	VTAE District Directors Meeting	VTAE District Directors, SBVTAE and CVTAE staff
17.	Bilingual Education	Armando Orellana, WBVTAE staff and CVTAE staff

	Type of Assistance	Individuals Involved
18.	CETA and Proposal Writing (Needs Assessment)	GMPO staff and CVTAE staff
19.	Impacts of Secondary Vocational Education	Advisory Committee and CVTAE staff
20.	Post-test Results for Third Party Evaluation	Al Stessman, Sheboygan Public Schools and CVTAE staff
21.	YETP Youth Program Evaluation System Results	BOS Youth Committee and CVTAE staff
22.	Proposal Writing (Research)	Wisconsin Education Research Association participants and CVTAE staff
23.	Basic Grant Meeting	Team leader and CVTAE staff
24.	AIDP On-Site Evaluation	CVTAE Evaluation Team and AIDP staff
25.	Certification Course Review (Philosophy VTAE) (Evaluation)	Selected participants and Ken Millo of Gateway Technical Institute, Chairman, CVTAE staff
26.	Basic Grant Meeting	Task Force Leaders and CVTAE staff
27.	BOS Youth Committee Hearing	BOS Youth Committee , CBO's, CAPs and CVTAE staff
28.	Discuss Potential Programs (Professional Development)	GMPO staff and CVTAE staff
29.	Emerging Occupations	WCTI and CVTAE staff
30.	EBCE On-Site Evaluation	EBCE and CVTAE staff
31.	Impacts of Vocational Education	John Knoll, WBVTAE staff and CVTAE staff
32.	Career Education Evaluation Results (Dissemination)	Fred Panschok, Shawano Public Schools and CVTAE staff
33.	ABE On-Site Evaluation	WBVTAE/ABE staff and CVTAE staff
34.	Presentation on Work	BCMD Summer Conference
35.	WCEC Third Party Evaluation	Superior Public School and CVTAE staff
36.	Secondary School Vocational Education Evaluation (Evaluation)	Potsi High School staff, visiting team evaluators and CVTAE staff
37.	On-Site YETP data collection	Western Dairyland, Farmers Union and CVTAE staff

	Type of Assistance	Individuals Involved
38.	VTAE Research Workshop (Professional Development)	VTAE Research staff, CVTAE staff
39.	Educational Linkages Project	C,T AND D: VTAE District 1; MPTI: WITI CAP agencies and CVTAE staff
40.	In-Service Model Project	GETO and CVTAE staff
41.	Non-Complete Study of Secondary Schools (Research)	Wisconsin Advisory Council in Vocational Education and CVTAE staff
42.	Review of Rhinelander Assessment	Assessment Center director and CVTAE staff
43.	VTAE Follow-up Design	VTAE Follow-Up Committee, Debbie Mahaffey, WBVTAE and CVTAE staff
44.	Governor's Affirmative Action Council (Evaluation)	Council members and CVTAE staff
45.	YETP Evaluation Results	West CAP and CVTAE staff
46.	Test Construction and Analysis	Wisconsin Home Economics Curriculum project and CVTAE staff
47.	Career Education Act (Dissemination)	CREI staff and CVTAE staff
48.	WVBTAE Audit Procedures (Evaluation)	CREI staff, CVTAE staff
49.	Bilingual Education (Needs Assessment)	Armando Orellana, WBVTAE and CVTAE staff
50.	Minority Internship Program (Needs Assessment)	Minority Internship Program Advisory Committee and CVTAE staff
51.	Governor's Affirmative Action Council Planning Session (Evaluation)	Council members and CVTAE staff members who are members
52.	Debrief CETA Program Operator on Evaluation Results (Dissemination)	Chetek Development Corp. and CVTAE staff
53.	Leadership Development Conference (Professional Development)	70 participants, UW-Stout staff and CVTAE staff
54.	WAVAE Minority Conference (Needs Assessment)	Participants and CVTAE staff
55.	Third Party Evaluation of WCEC	WCEC representatives, Robert Meyer and CVTAE staff
56.	Professional Growth Week (Professional Development)	150 participants (VTAE instruction) UW-Stout staff and CVTAE staff
57.	Overview Status of Ad hoc Committee on Secondary Vocational Education Status (Dissemination)	VTAE Directors, WBVTAE staff and CVTAE

	Type of Assistance	Individuals Involved
58.	Sampling Plans	VTAE follow-up Committee and CVTAE staff
59.	Evaluation for FIPSE Proposals (Evaluation)	Loren Brunn and Ed Chem, WBVTAE staff CVTAE staff
60.	Interim discussion of funded proposals (Research)	Rollie Krogstat, WVBTAE staff and CVTAE staff
61.	ABE Evaluation System	Jack O'Connell, VTAE District 1 and CVTAE staff
62.	Sex Role Stereotyping (Needs Assessment)	Barbara Bitters, DPI Consultant and CVTAE staff
63.	Evaluation for FIPSE Proposals (Evaluation)	Ed Chen and Loren Brunn WBVTAE staff and CVTAE staff
64.	Lehrmann Retreatment Dinner (Professional Development)	Participants and CVTAE staff
65.	District Director's Association Meeting (Needs Assessment)	District Director's and CVTAE staff
66.	Third Party Evaluation of WCEC	Superior Public School System and CVTAE staff
67.	H.S. Non-complete study (Dissemination)	State Advisory Council on Vocational Education and CVTAE staff
68.	Wisconsin Home Economics Curriculum staff	Idell Fauske and CVTAE staff
69.	Platteville Industrial Education Conference (Professional Development)	Conference participants and CVTAE staff
70.	Developing Effective Committees	LVECs in Secondary Vocational Education Evaluation project and CVTAE staff
71.	CVTAE State wide Advisory Committee Meeting (Needs Assessment)	Advisory Committee and CVTAE staff
72.	Outreach B.S. degree and MS degree (Professional Development)	Southwest Vocational Technical Institute staff and CVTAE staff
73.	Third Party Evaluation of EBCE	Goodman School System staff and CVTAE staff
74.	NCES proposal for VEDS	John Kroll, WBVTAE staff and CVTAE staff
75.	Fond du Lac EBCE Evaluation Report to Joint Review Panel	Ron Nelson, Fond du Lac, DHEW joint review panel and CVTAE staff
76.	Vocational Education by Corperate Heads (Evaluation)	Jerry Donley, Project Director and CVTAE staff

	Type of Assistance	Individuals Involved
77.	Professional Development Opportunities (Professional Development)	WWTI staff, CVTAE staff
78.	Participate in Displaced Homemaker Advisory Committee meeting	Mary Sullivan and Mildred Gerland, advisory committee and CVTAE staff
79.	Participate in VTAE District 1 ABE advisory committee meeting (Needs Assessment)	Advisory Committee and Jack O'Connell, ABE Coordinator and District 1
80.	Summer Conference Evaluation Report	BCMD staff and CVTAE staff
81.	Implementation of State Plan for Career Education (Dissemination)	Three K-12 School Districts project directors; Robert Meyer, DPI Consultant and CVTAE staff
82.	Third Party Evaluation of AIDP (Evaluation)	CVTAE staff
83.	Wisconsin Association for Vocational, and Adult Education (Professional Development)	CVTAE staff attended
84.	CVTAE Research Activities	VTAE Research Committee and CVTAE staff
85.	CVTAE Statewide Advisory Committee meeting (Dissemination)	Statewide Advisory Committee members and CVTAE staff
86.	Affirmative Action Council (Evaluation)	Affirmative Action Council and CVTAE staff
87.	Review AIDP Status	Richard Rogers, WWTI and CVTAE staff
88.	Discuss Med Lab Technician Program (Professional Development)	District 1 Technical Institute Med Lab staff and advisory committee
89.	VTAE Researcher Workshop Agenda	Rollie Krogstad and Sherman Ansell, WBVTAE and CVTAE staff
90.	Third Party Evaluation ob EBCE (Evaluation)	EBCE staff and Ron Nelson Director, CVTAE staff
91.	Assessment Center Advisory Committee Meeting	Advisory Committee and CVTAE staff
92.	Vocational Education Evaluation - Corporate heads (Professional Development)	Jerry Donley, Project Director and CVTAE staff
93.	Impact of Secondary School Vocational Education on Postsecondary (Research)	NWTI staff and CVTAE staff
94.	Third Party Evaluation	Al Stessman, Sheboygan Public Schools and CVTAE staff

	Type of Assistance	Individuals Involved
95.	Non-Completer Study (Research)	State Advisory Council on Vocational Education and CVTAE staff
96.	WASSVE Meeting	LVECs and CVTAE staff
97.	Displaced homemaker project design (Research)	Mildred Gerland, Mary Sullivan and CVTAE staff
98.	Vocational Education Evaluation by corporate heads (Evaluation)	Jerry Donley, Project Directors, and CVTAE staff.
99.	Professional Development (Professional Development)	FVTI staff and CVTAE staff
100.	Muncipal Services (Needs Assessment)	Jerry Robinson, WBVTAE Consultants and CVTAE staff
101.	Partners of American-	Partners of America officers and CVTAE staff
102.	Task Analysis (Research)	Marv Hotchkiss, VTAEI and CVTAE staff
103.	Non-complete Study (Reserach)	WVSC staff and CVTAE staff
104.	Professional Development (Professional Development)	LTI staff and CVTAE staff
105.	Governor's Conference on Economic Development (Needs Assessment)	Participants and CVTAE staff
106.	Debrief program operators on CETA Evaluation Results (Evaluation)	Impact 7 and CVTAE staff
107.	Long Range Planning Meeting Secondary School Vocational Educators (Needs Assessment)	LVEC's, DIP staff and CVTAE staff
108.	Results of BCMD Summer Conference Evaluation (Evaluation)	BCMD and CVTAE staff
109.	CETA Youth Evaluation System (Evaluation)	West Central Area Manpower District and CVTAE staff
110.	Non-Complete Study (Research)	Vosart Kunar - WVSC and CVTAE staff
111.	Third Party Evaluation of Career Education State Plan (Evaluation)	Project Directors, Robert Meyer - Career Education Consultant DPI and CVTAE staff
112.	Consumer Needs Assessment	NWEA participants and CVTAE staff
113.	Debriefing on Summer Youth Program Evaluation	Richard Roder, WITI and CVTAE staff
114.	Report AIDP Evaluation Results	WWTI staff committees and AIDP staff

	Type of Assistance	Individuals Involved
115.	Sex Role Stereotyping Handbook (Research)	Anna Biermeier, WVBTAE staff and CVTAE staff
116.	Professional Development (Professional Development)	NWTI staff and CVTAE staff
117.	WCEC Evaluation	Twin Lakes and CVTAE staff
118.	Sex Equity (Needs Assessment)	Anna Biermeier, WBVTAE Sex Equity Coordinator and CVTAE staff
119.	Certification Course Review (Professional Development)	VTAE District staff, UW-System staff, WBVTAE staff and CVTAE staff
120.	Vocational Education Academic Chair	UW-Stout staff and CVTAE staff
121.	Present Information on Vocational Education Academic Chair (Needs Assessment)	VTAE District Directors, Eugene Lehmann WBVTAE and staff; CVTAE staff
122.	Impacts on Secondary School Vocational Education on Post secondary Vocational Education (Research)	Don Bresler, Campus Administrator Northeastern Wisconsin Technical Institute and CVTAE staff
123.	PIPE TV Evaluation	Ollie Hopkins and Al Pitts, Racine Public Schools and CVTAE staff
124.	Discuss CVTAE at Research Association Meetings (Research)	VTAE Research Association and CVTAE staff
125.	Wingspread Conference Final Report (Professional Development)	Advisory Committee for Wingspread Conference Gateway Technical Institute WN - Parkside - UW-Stout and WBVTAE and CVTAE staff
126.	Research and Extra Mural Funding (Research)	Donald Clark, President of AVERA and CVTAE staff
127.	Vocational Education Academic Chair (Needs Assessment)	Chancellor Swanson - UW-Stout and CVTAE
128.	Evaluating Vocational Education (Evaluation)	National T & I Conference participants and CVTAE staff
129.	Potential Cooperation with Saudi Arabia (Professional Development)	Dr. Robert Barbee - U.S. Department of Labor and CVTAE staff
130.	Third Party Evaluation of WWTI and AIDP Projects (Evaluation)	WWTI staff and CVTAE staff
131.	Dropout Study	Wisconsin State Advisory Council on Vocational Education and CVTAE staff
132.	Third Party Evaluation - WCEC (Evaluation)	Wisconsin Career Education Consortium project directors, Robert Meyer DPI Consultant, CVTAE staff

	Type of Assistance	Individuals Involved
133.	Meeting with AVA Executive Director (Needs Assessment)	WBVTAE staff, DPI staff, Vocational Educators and CVTAE staff
134.	Third Party Evaluation - WCEC (Evaluation)	Wisconsin Career Education Consortium project directors; Robert Meyer, DPI Consultant, CVTAE staff
135.	AVA Convention (Professional Development)	CVTAE staff
136.	Vocational Education Academic Chair Proposal (Needs Assessment)	Dr. Donald Brill and Mr. Doyle Beyle of WBVTAE and CVTAE staff
137.	On-Site Data Collection (Evaluation)	Al Stessman and John Volrath and CVTAE staff
138.	On-Site Data Collection for WCEC Evaluation (Evaluation)	Grafton Public School and CVTAE staff
139.	Evaluation Design	Fond du Lac EBCE and CVTAE staff
140.	VTAE Research Association Meeting (Research)	WBVTAE staff, Assistant Directors of Research and staff; CVTAE staff
141.	Ad hoc Committee on Secondary Vocational Education (Needs Assessment)	Ad hoc Committee members and BVACE staff
142.	Academic Chair (Professional Development)	Chancellor Swanson and CVTAE staff
143.	Promotion Committee - WBVTAE (Professional Development)	Erik Erickson WBVTAE, Promotion Committees and CVTAE staff
144.	Professional Development (Professional Development)	FUTI staff and CVTAE staff
145.	Proposal Writing Workshop (Professional Development)	LVEC's East Central Wisconsin and CVTAE staff
146.	YETP Evaluation System	State-wide Youth Conference (presentation by CVTAE staff)
147.	Proposal Writing Workshop (Professional Development)	LVEC's Southeastern part of state and CVTAE staff
148.	Proposal Writing Workshop (Professional Development)	LVEC's Northwest Wisconsin and CVTAE staff
149.	VTAE Equity Project Advisory Committee Meeting	Committee and CVTAE staff
150.	High School Non Complete Study (Reserach)	Wisconsin Advisory Council on Vocational Education and CVTAE staff
151.	Proposal Writing Workshop (Professional Development)	LVEC's South Central part of the State and CVTAE staff

	Type of Assistance	Individuals Involved
152.	Cooperation with Gateway Technical Institute (Professional Development)	Ken Mills and Ralph Trvelka of Gateway Technical Institute and CVTAE staff
153.	Assuring Equity in the VTAE System	Advisory Committee and CVTAE staff
154.	Wingspread Conference on Energy Occupations (Professional Development)	Gateway Technical Institute staff, WBVTAE staff, UW-Parkside staff, UW-Stout staff, Business and Industry Personnel
155.	Evaluate BCMD Summer Conference	BCMD staff, Summer Conference, Participants and CVTAE staff
156.	Program Evaluation	Dave Schneider, Department of Corrections and CVTAE staff
157.	Evaluation of Leadership Program (Evaluation)	Vocational Education staff Oregon State University and CVTAE staff
158.	Planning for Wingspread Conference (Professional Development)	Wingspread Conference Advisory Committee and CVTAE staff
159.	Equity Needs Assessment	Santino Astagna, Hurley and CVTAE staff
160.	CETA Funding (Research)	West Central Wisconsin Area Manpower Board - CVTAE staff
161.	Wingspread Conference on Emerging Occupations (Professional Development)	Advisory Committee on Emerging Occupations and CVTAE staff
162.	Collect YETP Evaluation Data	Impact 7 and CVTAE staff
163.	National T & I Conference	T & I Conference participants, CVTAE staff
164.	Secondary School Vocational Education Conference (Evaluation)	Dr. Len Sterry, Elaine Staaland and Don Severson of DPI and CVTAE staff
165.	VTAE Instructional Services Meeting (Professional Development)	VTAE Assistant Director for Instructional Services, WBVTAE staff and CVTAE staff.
166.	Vocational Education Academic Chair Proposal (Professional Development)	Dr. Don Brill of WBVTAE, Chancellor Swanson, UW-Stout and CVTAE staff
167.	Program for Health Occupations staff (Professional Development)	Barbara Ganagerty, Karen Mensford, Many Root - Health Occupations staff MATC, Madison and CVTAE staff
168.	AIDP Evaluation Results	Richard Rogers, WWTI and CVTAE staff

Appendix B

State-Wide Advisory Committee for CVTAE

STATE-WIDE ADVISORY COMMITTEE FOR CVTAE

Mr. Marvin E. Brickson, President
Madison Federation of Labor
1602 South Park Street
Madison, WI 53715

Mr. William M. Urban
Superintendent
Blair Public Schools
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Mr. William Neverdahl
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Mr. Stanley R. Spencer
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Dr. Katherine Stehly
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Mr. Harland Samson
Associate Dean
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Mr. Victor Larsen
Western Wisconsin Technical Institute
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Mr. Al Pitts, LVEC
Unified School District #1 of
Racine County
2230 Northwestern Avenue
Racine, WI 54304

Appendix C

Campus Advisory Committee For CVTAE

Rich Peter
Industrial Teacher Education

Richard Gebhart
Industrial Teacher Education

Ray Szymanski
Center for Research and
Educational Improvement

Joy Sedgwick
School of Home Economics

John Stevenson
School of Education

Nelva Runnalls
Graduate College

Jane Rosenthal
Assistant to the Chancellor
Affirmative Action Officer

Neal Prichard
Industrial Teacher Education

Earl Gierke
Assistant to Vice Chancellor

John Van Osdale
Director of Continuing Education

Dave Barnard
Learning Resources

Gary Searle
Distributive Education